

intimate Passion may seem an odd word to use in connexion with him, but to his feelings about education, no other is applicable It is one of the very few topics on which he has ever been known to get heated Normally, of course, his contioveisial manner is wholly one of sweet reasonableness, he wins his way by the most scrupulous fairness both in stating his own case, and in meeting that of his opponent, he seldom raises his soft, slightly lisping voice, he is never betrayed into any outward sign of strong partisanship, although, at times, he can say the haidest things in the gentlest way, so hard and sharp that it is only when they, as it were, echo in the mind, that their real bite is appreciated Yet he revealed an excite-ment that, although almost perfectly controlled, was nevctheless perceptible to his audience, when, in 1909, he was addressing the Association of Technical Institutes on the question of compulsory attendance at some form or othei of Continuation School To that, as a graft on the existing system, under which thirty to forty per cent of children left school to enter some blind-alley occupation, he expressed himself as unalterably opposed "The proper occupation of youth up to twenty-one is in education and instruction" This statement, at question time, roused, from various quarters, a number of the usual enqunies, as to how, then, was the community, to get its hewers of wood and drawers of water ? Must not some people go to work early for our convenience In

his reply  
he was so angry as to be guilty of exclamatory,  
verbless  
sentences

"I may be a dreamer of dreams, but I thought that  
the doctrine  
that education was only for a part of the nation  
was buried a  
hundred years ago it certainly does not consort  
with twentieth  
century ideas to imagine that there is to be a class  
of hewers of  
wood and drawers of water I want no class of  
hewers of wood  
and drawers of water no class destined to remain  
there, and  
prevented from rising, because we do not provide  
for it I cannot